

Newburgh Teacher Center
In-service Course Proposal
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Return by March 2, 2009

Title:	Managing Antisocial Behavior		
Curriculum Area:	Classroom Management		
Learning Standards:	ALL		
Presenter(s):	Jean Stumpf & Theresa Brady-Lyden	Email:	tlyden@newburgh.k12.ny.us jstumpf@newburgh.k12.ny.us
Dates:	Wednesdays: Sept. 16, 23, 30; Oct. 7, 14, 28; Nov. 4, 18; Dec. 2, 9, 2009		
Time:	4:15 – 7:15 PM		
Location:	THA		
Credit(s):	2 credits		
Hours:	30 hours		
Target Audience:	Priority will be given to Teaching Assistants		
Course Description:	<ul style="list-style-type: none"> • Defining Antisocial Behavior • Effective Classroom Management • Behavior Analysis • Building Social Competence • Behavior Enhancement and Reduction • Acting Out Cycle • School Wide Support Practices 		
Course Requirements:	Attendance at all sessions Active Participation Reflections		
Maximum Enrollment:	24		

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Credit and permission granted by Jay McTighe – UbD

Name of In-service Proposal: Managing Antisocial Behavior

Name of Instructor(s): Theresa Brady-Lyden & Jean Stumpf

Desired Results

Goal(s): Managing Antisocial Behavior will provide T/A's with the information, tools and skills they need to prevent a great deal of antisocial behavior and/or to manage much of this behavior when it arises.

Understanding(s):

Defining Antisocial Behavior
Effective Classroom Management
Behavior Analysis
Behavior Enhancement and Reduction
Anger Management
Action Out Cycle
School Wide Support Practices

Essential Question(s):

What is and what contributes to antisocial behavior?
What effect does antisocial behavior have on your classroom?
What can be done in a classroom to minimize antisocial behavior?
What interventions can reshape student's behavior?
What concepts can be used when students do not respond to alternate behavioral teachings?
What are our school district support practices?

Knowledge/Skills:

Rules & Procedures, classroom rules and procedures, feedback, effective/ineffective praise, assessment methodology, behavior enhancement/reductions, Colvin's Acting Out Cycle, problem-solving training.

Assessment Evidence

Direct Evidence:

All the above can be observed in formal and informal observations.

Learning Plan

Learning Activities:

Presentation of Research
Discussions in large and small groups
Research Action Plans (reflections)
Numerous activities that incorporated the research including role playing, scenarios, carousel activities, discovery, etc.